DOCUMENT RESUME

ED 392 770 SP 036 516

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TITLE Course Completion Survey on the Delivery Process and the Course Content of the OCOD-CTTP Distance Education Project: Learner Survey.
INSTITUTION Organization for Cooperation in Overseas Development, (St. Lucia).
PUB DATE 93
NOTE 12p.; For related documents, see SP 036 511-517.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Students; Assignments; College Entrance Examinations; College Preparation; Continuing Education; *Delivery Systems; *Distance Education; Educational Environment; Elementary Education; Elementary School Teachers; English Instruction; Feedback; Foreign Countries; General Science; Mathematics Instruction; Postsecondary Education; Program Content; Social Studies; *Student Attitudes; Student Characteristics; Surveys; Tutors
IDENTIFIERS *Caribbean; West Indies

ABSTRACT

This publication presents data from a survey designed to examine the delivery process and the course content of the Comprehensive Teacher Training Programme (CTTP), a distance education program of study for untrained Caribbean elementary and primary school teachers. The distance education program offers four courses in core subjects and prepares students to pass Caribbean Examinations Council (CXC) examinations for entry into teacher training colleges. The survey asks students 55 questions on their own characteristics, their experience of program tutors and learning environment, their contact with tutors, their experience with assignments, feedback and evaluation, and their thoughts on overcoming future hurdles in studying at a distance. The data include the following: 43 learners responded to the survey; 81.4 percent of these were female; 60.5 percent were from rural and remote locations; 70 percent were in their second year in the program; and 39.5 percent were ages 25 to 29. With respect to the program tutors and learning environment, 81 percent said that tutors had helped them acquire learning and study skills; 19.3 percent sought help from tutors to prepare for exams; most contact with tutors was in face-to-face sessions or during specified telephone hours; 86 percent of students received assignment feedback within 2 weeks; and 58.1 percent received that feedback via a friend, colleague, or relative. (JB)

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ED 392 770

COURSE COMPLETION SURVEY ON THE DELIVERY PROCESS AND THE COURSE CONTENT OF THE OCOD-CTTP DISTANCE EDUCATION PROJECT

LEARNER SURVEY

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DOCUMENTATION INFORMATION

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Full Title:
OCOD - CTTP COURSE COMPLETION SURVEY ON THE DELIVERY PROCESS AND THE COURSE CONTENT OF THE OCOD - CTTP DISTANCE EDUCATION PROJECT

Sub title: LEARNER SURVEY

Series Title:
OCOD COMPREHENSIVE TEACHER TRAINING PROGRAMME PROJECT

Corporate Publisher:
Organization for Co-operation in Overseas Development

Date: **1993**

Pagination: **15 p.**

Word processing / Formatting by :

Printed by: **Organization for Co-operation in Overseas Development**
Regional Office
Villa Apartments, Castries, St. Lucia, West Indies
Phone: 809 - 452-7955 FAX: 809 453-0127
Mrs. Gene Walters, Office Manager

For additional related titles, or titles in the series see verso:

Additional related titles or titles in the series:

1. Academic Upgrading of Unqualified Teachers in the Windward Islands by Distance Teaching, by Errol Miller 1987
2. Facilitating Adult Learning at a Distance: OCOD - CTTP Training Manual , by Lyngrid S. Rawlings 1987
3. Comprehensive Teacher Training Project: Plan of Operation for the Project - Phase 1, by Salasan Assocaites, Inc.
4. The Comprehensive Teacher Training Program (brochure)
5. OCOD Semi-Annual Report to CIDA : Canadian International Development Agency Re: Project # 0100920 - S 22568 15 April 1990
6. OCOD Semi - Annual Report to CIDA: Canadian International Development Agency RE: Project # 010920 - S 22568 15 November 1990
7. OCOD-CTTP Test Evaluation Report, by Dr. Leonard Shorey, 1991
8. OCOD - CTTP Learner Supports Package: Learner Workshops 1991
9. OCOD-CTTP INTEGRATED SCIENCE - SCHOOL BASED ASSESSMENT MARKER / TUTOR HANDBOOK
10. OCOD-CTTP OFFICE MANUAL, by Gene Walters 1992
11. OCOD. Report on the Comprehensive Teacher Training Project (CTTP) to OCOD Board of Directors, Winnipeg, Manitoba, Canada , by Helen Buckley, 22 February 1992
12. OCOD Semi - Annual Report to CIDA: Canadian International Development Agency, re: Project # 010920 - S 37082 by Dr., heather Sharman, 15 April 1992
13. OCOD - CTTP Progress report to OCOD - CTTP Country Co-ordinators and Their National Advisory Committees, by Helen Buckley, October 1992
14. OCOD - CTTP An Innovative and Successful Caribbean Project Using Distance Learning, by Helen Buckley November 1992
15. OCOD - CTTP Revisions Workshop Report 15 - 18 December 1992
16. OCOD - CTTP Update Report for OECS Education Desk April 1993
17. OCOD - CTTP Phase I Wind Down Plan and information for Implementation Phase, 30 April 1993

COURSE COMPLETION SURVEY ON THE DELIVERY PROCESS AND THE COURSE CONTENT OF THE OCOD-CTTP DISTANCE EDUCATION PROJECT

LEARNER SURVEY

■ GENERAL INFORMATION

43 learners responded

1. Name (optional) :

2. **Sex**

   [1] Male 18.6
   [2] Female 81.4

3. **Country of residence**

   [1] Dominica 25.6
   [2] St. Lucia 46.5
   [3] St. Vincent 27.9

4. **Home location**

   [1] Urban/Suburban 39.5
   [2] Rural/Remote 60.5

5. **Course**

   [1] English 16.3
   [2] Mathematics 13.9
   [3] Social Studies 27.2
   [4] Integrated Science 32.6

6. **Year in the program**

   [1] One 27.5
   [2] Two 70.0
   [3] Three 2.5

7. **Had you already written a CXC/GCE exam in the subject area when enrolling for the course**

   [1] Yes 34.9
   [2] No 65.1

8. **If you answered yes to question 7, say how long ago that date was**

   [1] More than five years ago 6.3
   [2] More than one year ago 50.0
   [3] Less than one year ago 43.7

9. **Age group**

   [1] Under 20 4.7
   [2] 20 - 24 32.6
   [3] 25 - 29 39.5
   [4] 30 - 34 20.9
   [5] 35 - 39
   [6] Over 40 2.3

■ THE TUTOR AND THE LEARNING ENVIRONMENT

16. **Students studying at a distance try to contact the tutor for a variety of reasons. Estimate how often if ever you contacted or tried to contact your tutor for each of the following reasons. Circle the number from 1 to 5 that best approximates your answer.**

[1] Never [2] Rarely [3] Sometimes
[4] Often [5] Can't say [6] No response

	[1]	[2]	[3]	[4]	[5]	[6]
A General						
1. Ask questions on general academic or administrative regulations and procedures	35.7	35.7	16.7	4.8	4.8	2.3
2. Ask questions on course requirements	16.3	25.6	41.9	9.3	6.9	
3. Questions on grades assignment	55.8	23.3	18.6	2.3		
B Course-specific						
4. Request a change in course format or order of activities	78.6	14.3	7.1			
5. Request a change in content of activities or assignments	62.8	25.6	9.3			2.3
6. Request an extension of time	37.2	20.9	32.6	7.0		2.3
7. Ask questions on course content, text, study notes	9.3	27.9	44.2	16.3		2.3
8. Ask for clarification of tutor's comments	41.9	27.9	25.6	2.3		2.3
9. Ask for help in searching for research materials	47.6	30.9	14.3	4.8		2.4
10. Ask for help in preparing assignment papers	55.6	30.2	7.1	2.3	2.3	2.3
11. Ask for help in preparing for exams	41.9	18.6	30.2	7.0		2.3
C Interpersonal						
12. Discuss family, fanancial, employment problems	58.1	27.9	7.0	4.7		2.3
13. Discuss, clarify learning goals	41.9	25.6	25.6	2.3	2.3	2.3
14. Discuss academic progress	20.9	23.3	41.9	11.6		2.3
15. Discuss basic learning/studying skills	14.0	34.9	44.2	4.6		2.3

22. **To what extent has tutoring in the current course helped you in the following areas? Circle one number in each line.**

	Not all [1]	Some [2]	Moderate amount [3]	A great deal [4]	Can't say [5]	N/R [6]
a) Acquire learning/study skills	2.3	4.7	11.6	81.4		
b) Understand course content		4.7	23.3	72.1		
c) Apply new knowledge to practical situations		2.3	30.2	62.8	4.7	
d) Develop/sustain self-confidence and morale	4.7	7.0	11.6	76.7		
e) Prepare for exams	2.3	4.7	9.3	79.0	4.7	
f) Solve administrative problems	9.3	23.3	30.2	30.2	4.7	2.3
g) Develop critical thinking skills		11.6	30.2	55.9	2.3	
h) Other	2.3	4.7	11.6	4.7	16.2	46.5

23. **What kind of help did you want to get from your tutor(s)? Check all that apply.**

a) Acquire learning/study skills	12.2
b) Understand course content	15.7
c) Apply new knowledge to practical situations	13.7
d) Develop/sustain self-confidence and morale	12.2
e) Prepare for exam	19.3
f) Solve administrative problems	7.6
g) Develop critical thinking skills	16.2
h) Other	3.1

24. **Which aspects of your distance learning did you enjoy the most?**

Face to face sessions 76.7

25. **Which aspects of your distance learning did you least enjoy?**

Long hours of study	36.7
Filling out evaluation forms	30.0
Late arrival of modules	13.3
Poor EMT results	10.0

■ CONTACT WITH TUTORS

29.

a) **Was the role of the marker tutor explained to you?**

[1] Yes 95.3
[2] No 4.7

b) **If yes, how?**

[1] OCOD-CTTP gave an explanation in course material (student study booklet) 48.8
[2] OCOD-CTTP gave an explanation in the orientation sessions 41.5
[3] The tutor explained it to me 7.3
[4] Other students explained it to me
[5] Other 2.4

30. **Which of the following statements best describes the "first" contact you had with your tutor.**

[1] OCOD-CTTP organized face to face meetings for orientation. 69.8
[2] The tutor/country co-ordinator contacted me at the beginning of the course 25.6
[3] The tutor contacted me after receiving my first formal assignment 2.3
[4] I contacted the tutor at the beginning of the course 2.3
[5] My first contact was through written comments on my first assignment

31. **How is contact made between you and your tutor during the course? Please circle one number in each line.**

	Never [1]	Rarely [2]	Sometimes [3]	Often [4]	Not at all [5]	N/R [6]
a) The tutor telephone me to check on my progress.	4.9	12.2	51.2	19.5	9.8	2.4
b) I request help and the tutor responds.	7.3	12.2	39.0	41.2	2.4	4.9
c) The tutor is available during specific hours for student to call.		4.8	14.2	71.4	4.8	4.8
d) My main contact with the tutor is through written coments on assignments.	9.5	19.0	16.7	42.9	4.8	7.1
e) I see the tutor at face to face sessions.		2.3	7.0	88.4		2.3
f) I see the tutor at face to face sessions as needed.	2.3	4.7	16.3	67.4		9.3

■ ASSIGNMENT, FEEDBACK AND EVALUATION

37. **How long does it usually take to get feedback on an assignment?**

[1] Within two weeks	86.0
[2] Within three weeks	9.3
[3] Within four weeks	4.7
[4] More than four weeks	

38. **How are assignments usually returned to you?**

[1] Regular mail	20.9
[2] At the monthly face to face sessions	70
[3] By friends, colleagues, relatives	58.1
[4] Via distance education co-ordinator	
[5] Through school principal	4.7
[6] Other	9.3

39.

a) **Are you saisfied with this method of return?**

[1] Yes	83.7
[2] No	16.3

b) **If not, why?**

Takes too long 71.4

40. **What is the most important kind of feedback for you, personally? Check one box only.**

[1] A grade	
[2] A grade with comments on grammar and syntax	2.3
[3] A grade with content-related comments	4.7
[4] A grade with content-related comments plus encouragement	93.0
[5] Other	

41. **Whta kind of response do you most often receive on your written assignments? Check one box only.**

[1] A grade	
[2] A grade with comments on grammar and syntax	
[3] A grade with content-related comments	7.0
[4] A grade with content-related comments plus encouragement	93.0
[5] Other	

44. **Indicate the extent to which you agree or disagree with the following statements regarding distance learning. Circle the number on the scale from 1 to 5 that best approximates your answer.**

	Strongly disagree [1]	[2]	[3]	[4]	Strongly agree [5]	N/R [6]
a) When it comes to helping me learn, distance education tutors do the same thing as teachers in the classroom.	4.7	30.2	32.5	25.6	4.7	2.3
b) With a good course learner study guide I don't need the help of a tutor.	34.0	41.9	13.9	24.4	48.8	
c) Support and encouragement from a tutor are not important to my learning.	62.8	32.6	2.3	2.3		
d) I don't feel disadvantaged as a distance student.	9.3	2.3	16.3	55.8	16.3	
e) My work as a distance learner has helped me improve my general study skills.	2.4		14.3	35.7	16.6	

45. **Do you have any final comments regarding the role of the tutor in your distance learning.**

Tutor was very helpful 65.0

■ OVERCOMING FUTURE HURDLES IN STUDYING AT A DISTANCE

46. **Your personal commitment when becoming an OCOD-CTTP field testing learner was to study the distance education course, write the CXC exam and obtain a level 1 to 2 pass in the CXC exam to assist you to qualify for entry to your countrty's Teachers' Training College. Now that you are finished the course how do you feel about this?**

[1] Satisfied 93.0
[2] Somewhat satisfied 7.0
[3] Disappointed

- Reporting errors you found in the modules to your marker tutors/country co-ordinators and/or the project co-ordinator.
- Keeping a journal for your country co-ordinator, the student supports consultant or the project co-ordinator.
- Being interviewed by various OCOD-CTTP Consultants.
- Completing outside research (Social Studies) or lab sessions (Science).
- Participating in mock examinations.

Now that you have finished the course, are you satisfied that you have completed your obligation to OCOD-CTTP?

[1] Satisfied	61.9
[2] Somewhat satisfied	35.7
[3] Disappointed	2.4

49. How did you complete various OCOD-CTTP feedback procedures? Please circle one number in each line.

	Never	Rarely	Sometimes	Often	Can't say	N/R
	[1]	[2]	[3]	[4]	[5]	[6]
a) End of module evaluation forms		4.7	13.9	79.1	2.3	
b) Reporting errors in modules to OCOD-CTTP staff	18.6	18.6	39.5	23.3		
c) Keeping a journal	37.2	9.3	25.6	23.3	2.3	2.3
d) Participating in personal or group interviews with consultants	11.6	20.9	44.2	23.3		
e) Doing the supplementary work offered especially in Social Studies	23.3	9.3	16.3	13.9	9.3	27.9
f) Completing the School Based Assessmet experiments in the lab sessions in Integrated Science	16.7		2.4	33.3	7.1	40.5
g) Completing at home the School Based Assessment experiments for Integrated Science as suggested	14.0		20.9	14.0	7.0	44.1
h) Participating in tthe mock exams prior to writing CXC	7.0		9.3	72.1	2.3	9.3

54. **Do you think that all future OCOD-CTTP learners should have the following student supports?**

	Yes [1]	No [2]	Can't say [3]
a) A learner handbook explaining roles and responsibilities, deadline dates, policy procedures, pacing suggestions, CXC explanations, etc.	93.0		7.0
b) An orientation session on how to be a good distance learner.	100.0		
c) Compulsory face to face sessions once a month for group and individual tutoring.	95.4	2.3	2.3
d) Compulsory face to face sessions during various vacation times for orientation, mock exams, etc.	86.0	9.3	4.7
e) Individualized programmes within a course negotiated between the marker tutor/learner.	65.1	4.7	30.2

55. **Do you have any further comments about being an OCOD-CTTP field testing learner you may wish to add at this time?**

Hope the programme is continued 45.0